

Teacher's Scoring Guide



Grade 5

- Mathematics
- English/Language Arts
- Social Studies

Spring 2010



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2010 by State of Indiana Department of Education. All rights reserved. Expressly for use by State of Indiana educators and citizens. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.in.gov>. Any other use or reproduction of this document, in whole or in part, requires written permission of State of Indiana Department of Education.

Introduction

Indiana students in Grades 3–8 participated in the *ISTEP+* Spring 2010 administration. The test for *ISTEP+* in Spring 2010 consisted of an Applied Skills section administered in March and a Multiple-Choice section administered in late April and early May. For all grades, the Applied Skills section of the assessment was handscored by trained evaluators. The Multiple-Choice section was machine-scored. Scores for the Applied Skills and Multiple-Choice sections are combined to generate a student's total score.

Test results for both the Multiple-Choice and Applied Skills sections as well as images of the Applied Skills student responses are available online. It is the expectation of the Indiana Department of Education that schools will take this opportunity to have a conversation with parents and students about the results. As a springboard for this conversation, the Indiana Department of Education has created the *Teacher's Scoring Guide*. The scoring guide outlines the released Applied Skills questions and includes brief annotations that describe the given score points and explain the scoring rules and expectations for the individual questions.

This guide consists of:

- a brief description of the types of questions assessed by each content area
- a short summary of scoring rules utilized by the trained evaluators
- access to holistic and analytic rubrics used to score student responses
- a copy of the released Applied Skills questions
- anchor papers used by evaluators to distinguish between rubric scores

To use this guide effectively, please obtain a copy of the Individual Student Report and the scanned images. All documents can be accessed online.

www.doe.in.gov/istep/parentnetwork

NOTE: The Applied Skills operational questions are released at the end of each test administration. It is important to keep in mind that a significant portion of a student's score is calculated from the Multiple-Choice section of the assessment, which is not addressed within this guide.

QUESTION TYPES

This guide addresses the Applied Skills section of *ISTEP+*, which allows students to demonstrate their understanding of content in a variety of ways. The Applied Skills Assessment consists of constructed-response (CR) and extended-response (ER) questions. CR and ER questions are cognitively more demanding than multiple-choice (MC) questions. ER questions are typically more complex and will likely require more steps to respond. For English/Language Arts, a Writing Prompt (WP) is also used to assess students.

SCORING

For the Applied Skills Assessment, each question is scored according to a rubric. Rubrics clearly define the requirements for each score point. Each student response is evaluated individually to determine whether it is acceptable. This allows student scores to be reported as accurately as possible.

To ensure consistency when scoring the *ISTEP+* questions, CTB/McGraw-Hill works closely with assessment specialists at the Indiana Department of Education and teacher committees to set guidelines for scoring student responses. Committees look at several student papers and score them using the rubrics. Some of the student responses are selected as anchor papers and are used as clear examples of specific score points. Samples of anchor papers are presented within this guide. Scoring supervisors then use anchor papers and approved, scored student responses to ensure that responses are evaluated appropriately and consistently. Individuals who evaluate and score *ISTEP+* student responses must have a four-year college degree and pass a series of qualifying tests on specific questions before they can evaluate any student responses.

If a response is unscorable, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

For additional information regarding *ISTEP+* or other student assessments, please contact the Indiana Department of Education by calling 317-232-9050 or writing via email: istep@doe.in.gov.

Introduction to the Spring 2010 *ISTEP+* Mathematics Applied Skills Assessment

The chart below summarizes the question types used to measure a student's mastery of content, the multiple assessment windows, the standards assessed during each assessment window, and the scoring method used to evaluate a student's response.

More information is available regarding these assessment topics at the *ISTEP+* InfoCenter at www.doe.in.gov/istep.

<u>Question Type</u>	<u>Assessment Window</u>	<u>Standards Assessed</u>	Scoring Method
Multiple-Choice (MC)	Multiple-Choice Assessment	All	Machine-Scored
Constructed-Response (CR)	Applied Skills Assessment	1, 2, 4, 5, 7	Holistic; Content and Problem Solving
Extended-Response (ER)	Applied Skills Assessment	1, 2, 4, 5, 7	Holistic; Content and Problem Solving

QUESTION TYPES

This guide addresses the Applied Skills section of *ISTEP+* consisting of CR and ER questions. Students are expected to provide an answer for each question AND show the process they used to formulate their answer.

SCORING

The scoring rubrics were developed to evaluate student responses holistically and report student scores more accurately. The rubrics allow the student responses to be scored for both the specific details and the process shown overall. The rubrics also allow for reporting scores for both the content and the problem solving standard being assessed.

The chart below shows the maximum score points that students can receive for each CR and ER question.

	Content Maximum Score Points	Problem Solving Maximum Score Points	Total Maximum Score Points
CR Question	2	2	4
ER Question	3	3	6

For all Applied Skills questions, the maximum score point value is desired. However, students can receive partial credit on questions if they show a correct process, or other correct work, even when the answers are incorrect. For example, it is possible for students to receive 1 point in Content and 2 points in Problem Solving on a CR question. It is also possible for students to receive 3 points in Content and 2 points in Problem Solving on an ER question.

For some questions, students are expected to explain and justify their responses. Communication of mathematics is a focal point of Indiana's Mathematics Standards and is critical in developing students' understanding of mathematical skills and concepts.

Additionally,

1. Students should not be penalized for:

- omitting zeros for place holders; for example, both 0.75 and .75 are acceptable
- omitting labels; for example, *miles*
Note: Students WILL be penalized for use of incorrect labels
- spelling or grammar errors
- using abbreviations; for example, both *ft* and *feet* are acceptable

2. For CR and ER questions, correct answers ONLY, on all parts of the question with no work shown, will NOT receive maximum score points in Content or maximum score points in Problem Solving.

3. For CR and ER questions, students can receive the top score point in Problem Solving if the strategy used would result in a correct answer, even though the response contains computation errors.

4. For CR and ER questions, students can receive the top score point in Problem Solving if an error made in the Content portion is used with an appropriate strategy to solve the problem.

Mathematics Constructed-Response Rubric

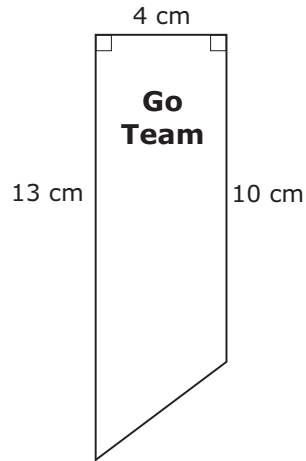
Content Rubric	
2	A score of two indicates a thorough understanding of the mathematical concepts embodied in the task. The response <ul style="list-style-type: none"> • shows algorithms, computations, and other content related work executed correctly and completely.
1	A score of one indicates a partial understanding of the mathematical concepts embodied in the task. The response <ul style="list-style-type: none"> • contains errors in the execution of algorithms, computations, and/or other content related work.
0	A score of zero indicates limited or no understanding of the mathematical concepts embodied in the task.
Problem-Solving Rubric	
2	A score of two indicates a thorough understanding of the problem-solving concepts embodied in the task. The response <ul style="list-style-type: none"> • shows an appropriate strategy to solve the problem, and the strategy is executed correctly and completely. • identifies all important elements of the problem and shows a complete understanding of the relationships among them. • provides clear and complete explanations and/or interpretations when required.
1	A score of one indicates a partial understanding of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response <ul style="list-style-type: none"> • shows an appropriate strategy to solve the problem. However, the execution of the strategy contains errors and/or is incomplete. • identifies some of the important elements of the problem and shows a general understanding of the relationships among them. • provides incomplete, partial, or unclear explanations and/or interpretations when required.
0	A score of zero indicates limited or no understanding of the problem-solving concepts embodied in the task.

Clarification and Implementation Guidance

- Correct answers **ONLY**, on all parts of the problem with no work shown, will receive a maximum of 1 point in content and a maximum of 1 point in Problem Solving.
- A student can receive the top score point in Problem Solving if the strategy used would result in a correct answer even though the response contains computation errors.
- A student can receive the top score point in Problem Solving if an error made in the "content" portion is used with an appropriate strategy to solve the problem.

Session 1—Question 1
Measurement/Problem Solving

- 1** Dalia and Abigail are making ribbons for their soccer team. A diagram of one of the ribbons is shown below.



They need to make a total of 12 ribbons for their team.

What is the TOTAL area, in square centimeters, of the ribbons?

You do not have to use every formula listed to solve this problem.

$$\begin{aligned}\text{Area of trapezoid} &= \frac{1}{2} h(b_1 + b_2) \\ &= \frac{1}{2} \times \text{height} \times (\text{base}_1 + \text{base}_2)\end{aligned}$$

$$\begin{aligned}\text{Area of triangle} &= \frac{1}{2} bh \\ &= \frac{1}{2} \times \text{base} \times \text{height}\end{aligned}$$

$$\begin{aligned}\text{Area of rectangle} &= lw \\ &= \text{length} \times \text{width}\end{aligned}$$

Show All Work

Answer _____ square centimeters

Exemplary Response:

- 552 square centimeters

Sample Process:

- Area of trapezoid $= \frac{1}{2} h(b_1 + b_2)$
 $= \frac{1}{2} \times 4(10 + 13)$
 $= \frac{1}{2} \times 4(23)$
 $= 2 \times 23 = 46$

There are 12 ribbons.

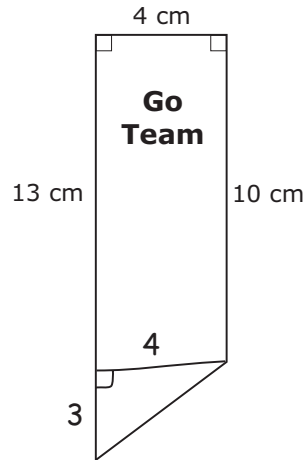
$$46 \times 12 = 552 \text{ square centimeters}$$

OR

- Other valid process

**Measurement
Score Point 2****Problem Solving
Score Point 2**

- 1** Dalia and Abigail are making ribbons for their soccer team. A diagram of one of the ribbons is shown below.



They need to make a total of 12 ribbons for their team.

What is the TOTAL area, in square centimeters, of the ribbons?

You do not have to use every formula listed to solve this problem.

$$\begin{aligned}\text{Area of trapezoid} &= \frac{1}{2} h(b_1 + b_2) \\ &= \frac{1}{2} \times \text{height} \times (\text{base}_1 + \text{base}_2)\end{aligned}$$

$$\begin{aligned}\text{Area of triangle} &= \frac{1}{2} bh \\ &= \frac{1}{2} \times \text{base} \times \text{height}\end{aligned}$$

$$\begin{aligned}\text{Area of rectangle} &= lw \\ &= \text{length} \times \text{width}\end{aligned}$$

Show All Work

$$\begin{aligned}\frac{1}{2} 4 \cdot (13+10) \\ 2 \cdot 23 = 46\end{aligned}$$

$$\begin{array}{r} 46 \\ \times 12 \\ \hline 92 \\ 460 \\ \hline 552 \text{ cm}^2 \end{array}$$

Answer 552 square centimeters

Question 1**Measurement—2 Points****Problem Solving—2 Points**

This response matches the exemplary response shown for the question. The student shows a thorough understanding of both the content skill and the problem-solving concepts within the question. The correct answer of 552 square centimeters is given and all appropriate work is shown. This response receives a Measurement Score Point 2 and a Problem Solving Score Point 2.

Measurement Score Point 0	Problem Solving Score Point 0
<p>1 Dalia and Abigail are making ribbons for their soccer team. A diagram of one of the ribbons is shown below.</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>They need to make a total of 12 ribbons for their team.</p> <p>What is the TOTAL area, in square centimeters, of the ribbons?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You do not have to use every formula listed to solve this problem.</p> <p>Area of trapezoid = $\frac{1}{2} h(b_1 + b_2)$</p> <p style="margin-left: 40px;">= $\frac{1}{2} \times \text{height} \times (\text{base}_1 + \text{base}_2)$</p> <p>Area of triangle = $\frac{1}{2} bh$</p> <p style="margin-left: 40px;">= $\frac{1}{2} \times \text{base} \times \text{height}$</p> <p>Area of rectangle = lw</p> <p style="margin-left: 40px;">= length \times width</p> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="flex: 1;"> <p>Show All Work</p> </div> <div style="flex: 1; text-align: center;"> $\begin{array}{r} 13 \\ \times 4 \\ \hline 52 \\ \times 10 \\ \hline 00 \\ +520 \\ \hline 520 \end{array}$ </div> </div> <p>Answer <u>520</u> square centimeters</p>	

Question 1

Measurement—0 Points

Problem Solving—0 Points

This response shows limited or no understanding of both the content skill and the problem-solving concepts within the question. The student multiplies all three numbers given in the problem, not showing how to find the area of the shape.

The student does not show understanding of the problem-solving process required to solve the problem by multiplying to find the area of 12 ribbons. Therefore, this response receives a Measurement Score Point 0 and a Problem Solving Score Point 0.

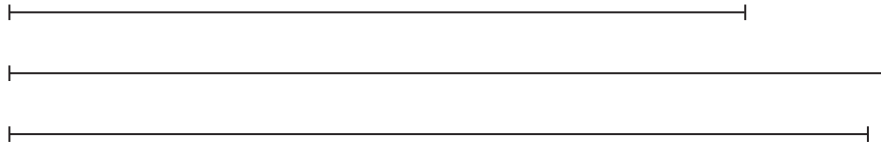
Session 1—Question 2
Measurement/Problem Solving

2



Use your ruler to solve this problem.

Lisa makes bracelets to sell at a monthly craft fair. The lines below represent the lengths of 3 bracelets Lisa sold last month.



Lisa sells a bracelet for \$9.50 if it is 6 inches long or less. If a bracelet is longer than 6 inches, she sells it for \$10.25.

How much did Lisa earn by selling the 3 bracelets?

Show All Work

Answer \$ _____

Exemplary Response:

- \$30.00

Sample Process:

- bracelets are: $5\frac{1}{4}$, $6\frac{5}{8}$, $6\frac{1}{8}$ inches long


One is shorter than 6 inches: \$9.50.

Two are longer than 6 inches: \$10.25 and \$10.25.

$$\$9.50 + 10.25 + 10.25 = \$30.00$$

OR

- Other valid process

Measurement Score Point 2	Problem Solving Score Point 2
<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;">2</div> <div style="margin-right: 10px;">  </div> <div> <p>Use your ruler to solve this problem.</p> <p>Lisa makes bracelets to sell at a monthly craft fair. The lines below represent the lengths of 3 bracelets Lisa sold last month.</p> <div style="margin-top: 10px;"> <div style="text-align: right; margin-bottom: 5px;">$5\frac{1}{4}$</div> <div style="text-align: center; margin-bottom: 5px;">$6\frac{1}{4}$</div> <div style="text-align: center;">$6\frac{1}{8}$</div> </div> <p>Lisa sells a bracelet for \$9.50 if it is 6 inches long or less. If a bracelet is longer than 6 inches, she sells it for \$10.25.</p> <p>How much did Lisa earn by selling the 3 bracelets?</p> <p>Show All Work</p> <div style="margin-top: 20px; text-align: right;"> $\begin{array}{r} ^1\ ^1 \\ \\$9.50 \\ \\$10.25 \\ +\\$10.25 \\ \hline 30.00 \end{array}$ </div> <p>Answer \$ <u>30.00</u></p> </div> </div>	

Question 2

Measurement—2 Points

Problem Solving—2 Points

This response matches the exemplary response shown for the question. The student shows a thorough understanding of both the content skill and the problem-solving concepts within the question. The correct answer of \$30 is given and all appropriate work is shown. The student correctly measures one of the lines as shorter than 6 inches and the other two as longer than 6 inches, giving the correct measurement for two of the lines. This response receives a Measurement Score Point 2 and a Problem Solving Score Point 2.

Measurement Score Point 1	Problem Solving Score Point 1
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="font-size: 2em; margin-right: 10px;">2</div> <div style="margin-left: 10px;"> </div> </div> <p style="margin-left: 40px;">Use your ruler to solve this problem.</p> <p style="margin-left: 20px;">Lisa makes bracelets to sell at a monthly craft fair. The lines below represent the lengths of 3 bracelets Lisa sold last month.</p> <div style="margin-left: 20px; margin-top: 10px;"> <div style="border-top: 1px solid black; width: 60%; margin-bottom: 5px;"></div> <div style="border-top: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="border-top: 1px solid black; width: 80%;"></div> </div> <p style="margin-left: 20px; margin-top: 20px;">Lisa sells a bracelet for \$9.50 if it is 6 inches long or less. If a bracelet is longer than 6 inches, she sells it for \$10.25.</p> <p style="margin-left: 20px;">How much did Lisa earn by selling the 3 bracelets?</p> <p style="margin-left: 20px; margin-top: 20px;">Show All Work</p> <div style="margin-left: 150px; margin-top: 20px;"> $\begin{array}{r} 10.25 \\ 10.25 \\ +10.25 \\ \hline 30.65 \end{array}$ </div> <p style="margin-left: 20px; margin-top: 20px;">Answer \$ <u>30.65\$</u></p>	


Question 2

Measurement—1 Point

Problem Solving—1 Point

This response shows a partial understanding of both the content skill and the problem-solving concepts within the question. The student shows a correct process for finding the total earnings, beginning a process that could lead to a correct answer.

However, by using \$10.25 three times, the student indicates that all three lines are longer than 6 inches though the first line is shorter. Also, the student makes a computation error when adding \$10.25 + \$10.25 + \$10.25. Therefore, this response receives a Measurement Score Point 1 and a Problem Solving Score Point 1.

Measurement Score Point 0	Problem Solving Score Point 0
<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;">2</div> <div style="margin-right: 10px;">  </div> <div> <p>Use your ruler to solve this problem.</p> <p>Lisa makes bracelets to sell at a monthly craft fair. The lines below represent the lengths of 3 bracelets Lisa sold last month.</p> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid black; width: 60%; margin-bottom: 5px;"></div> <div style="text-align: right; margin-bottom: 5px;">$5\frac{1}{2}$</div> <div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="text-align: right; margin-bottom: 5px;">$6\frac{1}{2}$</div> <div style="border-bottom: 1px solid black; width: 80%; margin-bottom: 5px;"></div> <div style="text-align: right;">$6\frac{1}{2}$</div> </div> <p>Lisa sells a bracelet for \$9.50 if it is 6 inches long or less. If a bracelet is longer than 6 inches, she sells it for \$10.25.</p> <p>How much did Lisa earn by selling the 3 bracelets?</p> <p style="margin-top: 20px;">Show All Work</p> <div style="margin-left: 150px; margin-top: 10px;"> $\begin{array}{r} 011 \\ 10.25 \\ - 9.50 \\ \hline \\$1.75 \end{array}$ </div> <p style="margin-top: 20px;">Answer \$ <u>1.75</u></p> </div> </div>	

Question 2

Measurement—0 Points

Problem Solving—0 Points

This response shows limited or no understanding of both the content skill and the problem-solving concepts within the question. The student does indicate that the first line is shorter than 6 inches and the other two lines are longer than 6 inches, but gives incorrect measurements. The student then uses an incorrect process to find Lisa's earnings by subtracting \$9.50 from \$10.25. Therefore, this response receives a Measurement Score Point 0 and a Problem Solving Score Point 0.

Session 1—Question 3
Measurement/Problem Solving

- 3** Bailey drew a triangle with a base of 10 units and a height of 3 units. In the table below, list all possible base and height measurements that would make a triangle with the SAME area, in square units, as Bailey's triangle. Use WHOLE numbers only.

$$\begin{aligned}\text{Area of triangle} &= \frac{1}{2}bh \\ &= \frac{1}{2} \times \text{base} \times \text{height}\end{aligned}$$

Show All Work

Base	Height

Exemplary Response:

- | | |
|--------|--------|
| • Base | Height |
| 1 | 30 |
| 2 | 15 |
| 5 | 6 |

Sample Process:

- area = $\frac{1}{2} \times 10 \times 3$
 $= 5 \times 3$
 $= 15$ square units for Bailey's

others: $\frac{1}{2} \times 30 \times 1 = 15$

$$\frac{1}{2} \times 15 \times 2 = 15$$

$$\frac{1}{2} \times 6 \times 5 = 15$$

OR

- Other valid process

Measurement Score Point 2	Problem Solving Score Point 2								
<p>3 Bailey drew a triangle with a base of 10 units and a height of 3 units. In the table below, list all possible base and height measurements that would make a triangle with the SAME area, in square units, as Bailey's triangle. Use WHOLE numbers only.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Area of triangle = $\frac{1}{2}bh$ = $\frac{1}{2} \times \text{base} \times \text{height}$</p> </div> <p>Show All Work</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="text-align: center;"> $\begin{array}{r} 12 \\ + 1 \\ \hline 13 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 15 \\ \times 2 \\ \hline 30 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$ </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px; text-align: center;">Base</th> <th style="width: 50%; padding: 5px; text-align: center;">Height</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: center;">6 units</td> <td style="padding: 5px; text-align: center;">5 units</td> </tr> <tr> <td style="padding: 5px; text-align: center;">15 units</td> <td style="padding: 5px; text-align: center;">2 unit</td> </tr> <tr> <td style="padding: 5px; text-align: center;">30 units</td> <td style="padding: 5px; text-align: center;">1 units</td> </tr> </tbody> </table>		Base	Height	6 units	5 units	15 units	2 unit	30 units	1 units
Base	Height								
6 units	5 units								
15 units	2 unit								
30 units	1 units								

Question 3

Measurement—2 Points

Problem Solving—2 Points

This response matches the exemplary response shown for the question. The student shows a thorough understanding of both the content skill and the problem-solving concepts within the question. The table is completed with three correct base and height measurements and all appropriate work is shown. This response receives a Measurement Score Point 2 and a Problem Solving Score Point 2.

Measurement Score Point 1	Problem Solving Score Point 1				
<p>3 Bailey drew a triangle with a base of 10 units and a height of 3 units. In the table below, list all possible base and height measurements that would make a triangle with the SAME area, in square units, as Bailey's triangle. Use WHOLE numbers only.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Area of triangle = $\frac{1}{2}bh$ $= \frac{1}{2} \times \text{base} \times \text{height}$</p> </div> <p>Show All Work</p> <div style="text-align: center; margin: 10px 0;"> $\begin{array}{r} 3 \text{ units} \\ \times 10 \text{ units} \\ \hline 30 \text{ square units} \end{array}$ </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px; text-align: center;">Base</th> <th style="width: 50%; padding: 5px; text-align: center;">Height</th> </tr> </thead> <tbody> <tr> <td style="height: 100px; vertical-align: top; padding: 5px; text-align: center;">5 units</td> <td style="height: 100px; vertical-align: top; padding: 5px; text-align: center;">6 units</td> </tr> </tbody> </table>		Base	Height	5 units	6 units
Base	Height				
5 units	6 units				

Question 3

Measurement—1 Point

Problem Solving—1 Point

This response shows a partial understanding of both the content skill and the problem-solving concepts within the question. The student shows one correct base and height measurement in the table and a partial process is shown.

However, the student finds only one possibility when two more exist. The student did not give 15 and 2 and 30 and 1 as possible base and height measurements. Therefore, this response receives a Measurement Score Point 1 and a Problem Solving Score Point 1.

Mathematics Extended-Response Rubric

Content Rubric	
3	A score of three indicates a thorough understanding of the mathematical concepts embodied in the task. The response <ul style="list-style-type: none"> • shows algorithms, computations, and other content related work executed correctly and completely.
2	A score of two indicates a partial understanding of the mathematical concepts embodied in the task. The response <ul style="list-style-type: none"> • shows an attempt to execute algorithms, computations, and other content related work correctly and completely; computation errors or other minor errors in the content related work may be present.
1	A score of one indicates a limited understanding of the mathematical concepts embodied in the task. The response <ul style="list-style-type: none"> • contains major errors, or only a partial process. • contains algorithms, computations, and other content related work which may only be partially correct.
0	A score of zero indicates no understanding of the mathematical concepts embodied in the task.
Problem-Solving Rubric	
3	A score of three indicates a thorough understanding of the problem-solving concepts embodied in the task. The response <ul style="list-style-type: none"> • shows an appropriate strategy to solve the problem, and the strategy is executed correctly and completely. • identifies all important elements of the problem and shows a complete understanding of the relationships among them. • provides clear and complete explanations and/or interpretations when required.
2	A score of two indicates a partial understanding of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response <ul style="list-style-type: none"> • shows an appropriate strategy to solve the problem. However, the execution of the strategy lacks an essential element. • identifies some of the important elements of the problem and shows a general understanding of the relationships among them. • provides incomplete or unclear explanations and/or interpretations when required.
1	A score of one indicates a limited understanding of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response <ul style="list-style-type: none"> • shows an appropriate strategy to solve the problem. However, the execution of the strategy is applied incorrectly and/or is incomplete. • shows a limited understanding of the relationships among the elements of the problem. • provides incomplete, unclear, or omitted explanations and/or interpretations when required.
0	A score of zero indicates no understanding of the problem-solving concepts embodied in the task.

Clarification and Implementation Guidance

- Correct answers **ONLY**, on all parts of the problem with no work shown, will receive a maximum of 2 points in content and a maximum of 2 points in Problem Solving.
- A student can receive the top score point in Problem Solving if the strategy used would result in a correct answer even though the response contains computation errors.
- A student can receive the top score point in Problem Solving if an error made in the "content" portion is used with an appropriate strategy to solve the problem.

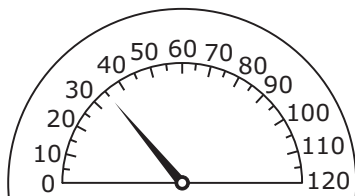
Session 1—Question 4
Geometry/Problem Solving

4



Use your protractor to solve this problem.

Shandra notices the speedometer in her mom's car forms angles as her mom drives different speeds. The diagram below shows the angle formed when Shandra's mom drives 35 miles per hour.



Shandra tells her mom this angle is an acute angle.

Explain whether Shandra is or is not correct. Use measurements to support your answer.

What type of angle would be formed if the speed of the car increased by 25 miles per hour?

Show All Work

Answer _____

At what speed would the speedometer form an obtuse angle?

Answer _____ miles per hour

Exemplary Response:

- An acute angle is any angle less than 90 degrees. When driving 35 mph, the angle measures 50 degrees, which is less than 90 degrees. Shandra is correct.

OR

- Other valid response

AND

- right

Sample Process:

- $35 + 25 = 60$


At 60 miles per hour, a right angle is formed, 90 degrees.

OR

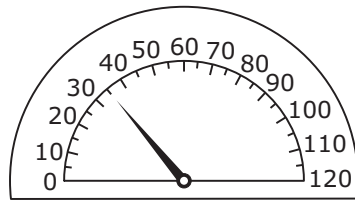
- Other valid process

AND

- Accept answers of greater than 60 miles per hour to 120 miles per hour.

- 4**  Use your protractor to solve this problem.

Shandra notices the speedometer in her mom's car forms angles as her mom drives different speeds. The diagram below shows the angle formed when Shandra's mom drives 35 miles per hour.



Shandra tells her mom this angle is an acute angle.

Explain whether Shandra is or is not correct. Use measurements to support your answer.

Shandra is right because a acute is less than 90° and the arow
is less than 90° so it is a acute angle.

What type of angle would be formed if the speed of the car increased by 25 miles per hour?

Show All Work

$$\begin{array}{r} 35 \text{ miles} \\ + 25 \text{ miles} \\ \hline 60 \text{ miles} \end{array}$$

Answer right angle

At what speed would the speedometer form an obtuse angle?

Answer 90 miles per hour

Question 4

Geometry—3 Points

Problem Solving—3 Points

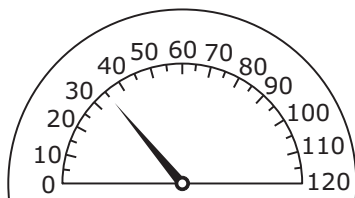
This response matches the exemplary response shown for the question. The student shows a thorough understanding of both the content skill and the problem-solving concepts within the question. The student correctly states that an acute angle is less than 90 degrees, identifies the new angle as a right angle, and gives a valid speed for forming an obtuse angle. Also, all appropriate work is shown. This response receives a Geometry Score Point 3 and a Problem Solving Score Point 3.

4



Use your protractor to solve this problem.

Shandra notices the speedometer in her mom's car forms angles as her mom drives different speeds. The diagram below shows the angle formed when Shandra's mom drives 35 miles per hour.



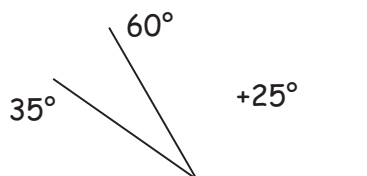
Shandra tells her mom this angle is an acute angle.

Explain whether Shandra is or is not correct. Use measurements to support your answer.

On the speedometer 90° is 60° and it is under it.

What type of angle would be formed if the speed of the car increased by 25 miles per hour?

Show All Work



Answer 60°

At what speed would the speedometer form an obtuse angle?

Answer 70 miles per hour

Question 4**Geometry—2 Points****Problem Solving—2 Points**

This response shows a partial understanding of both the content skill and the problem-solving concepts within the question. The student has a partially correct explanation of why the angle in the first part of the problem is acute. In the third part of the problem, the student identifies a valid speed for forming an obtuse angle.

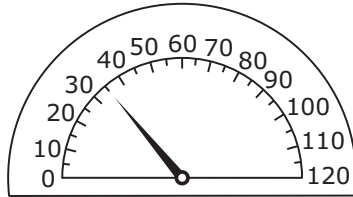
However, the student adds the 25 mile per hour increase to the current miles per hour and labels the resulting speed as degrees instead of finding that a speed of 60 miles per hour forms a right angle. Therefore, this response receives a Geometry Score Point 2 and a Problem Solving Score Point 2.

4



Use your protractor to solve this problem.

Shandra notices the speedometer in her mom's car forms angles as her mom drives different speeds. The diagram below shows the angle formed when Shandra's mom drives 35 miles per hour.



Shandra tells her mom this angle is an acute angle.

Explain whether Shandra is or is not correct. Use measurements to support your answer.

Shandra is correct because if an angle is less than 90° than it is acute and that shows a 35° angle.

What type of angle would be formed if the speed of the car increased by 25 miles per hour?

Show All Work



Answer acute angle

At what speed would the speedometer form an obtuse angle?

Answer 10 miles per hour

Question 4**Geometry—2 Points****Problem Solving—0 Points**

This response shows a partial understanding of the content skill and no understanding of the problem-solving concepts within the question. The student correctly explains why the angle in the first part of the problem is acute.

However, the student interprets 35 miles per hour as the measure of the angle. Also, the second answer is incorrect, with no appropriate work shown. In the third part of the problem, the student gives a speed that forms another acute angle instead of an obtuse angle. Therefore, this response receives a Geometry Score Point 2 and a Problem Solving Score Point 0.

Introduction to the Spring 2010 *ISTEP+* English/Language Arts Applied Skills Assessment

The chart below summarizes the question types used to measure a student's mastery of content, the multiple assessment windows, the format of the question types, the standards assessed during each assessment window, and the scoring method used to evaluate a student's response.

More information is available regarding these assessment topics at the *ISTEP+* InfoCenter at www.doe.in.gov/istep.

<u>Question Type</u>	<u>Assessment Window</u>	Format	<u>Standards Assessed</u>	Scoring Method (Click a link to access a rubric.)
Multiple-Choice (MC)	Multiple-Choice Assessment	Passage-based and discrete questions	1–6	Machine-Scored
Constructed-Response (CR)	Applied Skills Assessment	Passage-based questions ***** Response field 6 lines per question	2 and 3	2-pt. CR Rubric (Grades 3–8)
Extended-Response (ER)	Applied Skills Assessment	Stand-alone prompt with short stimulus to provide springboard for student writing ***** Response field 1½ lined pages (Grades 3–8)	5 and 6	4-pt. WA Rubric (Grades 3–4) (Grades 5–12) 4-pt. LC Rubric (Grades 3–4) (Grades 5–8)
Writing Prompt (WP)	Applied Skills Assessment	Response field 2½ lined pages (Grade 3) 3½ lined pages (Grades 4–8)	5 and 6	6-pt. WA Rubric (Grades 3–4) (Grades 5–12) 4-pt. LC Rubric (Grades 3–4) (Grades 5–8)

QUESTION TYPES

Constructed-Response questions

Students must go beyond the simple identification of key words as they use the accompanying text to demonstrate reading comprehension. Each CR question consists of a stem that provides students with a specific task and reminds them to use details from the text to support each response.

Extended Response (ER) and Writing Prompt (WP)

Both writing activities are accompanied by a blank prewriting/planning space. Teachers are able to provide additional blank planning paper at students' request.

Following the planning space are lined pages on which students write their final drafts. An editing checklist is available at the end of the lined writing space for students to reference.

SCORING

Scoring the CR questions

Designed with the help of Indiana teachers to score student responses in Grades 3–8, the 2-point constructed-response rubric is a holistic tool that allows for more flexibility in awarding credit to student responses.

Student responses are scored for reading comprehension only; language conventions are not factored into student scores. As with any open-ended question, it is important that students clearly express their answers in order to avoid confusion during the scoring process.

The anchor papers on pages 52–59 of this guide provide examples of how this holistic rubric is applied to actual student responses. You may also review the anchor papers at other grade levels for further clarification of the scoring philosophy.

Scoring the Extended Response and Writing Prompt

Student responses are scored holistically. Each student response is assigned the score points that provide the best overall description of the performance. In the scoring process, evaluators examine each student response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor. Student responses are scored using these holistic rubrics:

- **Writing Applications Rubrics for Extended Response (4 points) and Writing Prompt (6 points)**
These rubrics assess the students' abilities to communicate their ideas effectively. The Grades 5–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, go to the scoring rubric links on page 28.
- **Language Conventions Rubric (4 points)**
This rubric assesses students' abilities to use paragraphing, grammar, spelling, punctuation, and capitalization. The Grades 5–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 33.

The anchor papers presented in this guide represent the types of student responses most commonly found at each score point level and the most typical combinations of Writing Applications and Language Conventions scores. Other combinations of scores, though not as common, are also possible. Each score point covers a range of performances.

Additional Scoring Notes

- **Writing Applications:** Student responses assigned a Condition Code E (off-topic) will receive a score for Language Conventions.
- **Language Conventions:** Student responses are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

Introduction to the English/Language Arts Writing Prompt

The writing prompt developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing prompt is closely aligned with the writing process.

Students

- **are given a writing prompt.**
- **engage in prewriting and drafting.**
The prewriting and initial drafts are not scored.
- **revise their writing.**
- **edit their writing.**
An Editing Checklist is provided in the test book to remind students to review their papers.
- **complete a revised and edited draft.**
Only the revised and edited draft is scored.

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

Writing Applications Overview Grades 5–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 32.

Writing Applications Overview Grades 5–12

Chart continued from page 31.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 31–32 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth [Writing Applications Rubric](#) is used for the actual scoring of *ISTEP+* student papers.

Language Conventions Rubric Grades 5–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points. These scoring rubrics are used on the Spring *ISTEP+* assessment in Grades 5–8.

Writing Prompt and Student Anchor Papers

The following section contains an overview of the Spring 2010 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions Rubrics. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Session 2—Question 1
Writing Applications/Language Conventions

Pages 35 and 36 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

1

Island Explorer

Read the writing prompt below and complete the writing activity.

Suppose you are an explorer and have discovered a small island that does not appear on any map. Think about what you might see on this island. What kinds of plants and animals live there? What is the weather like? Do people live there now, or are there signs that show someone once lived there many, many years before?

Write an original story about a day on this island. Make sure your story has a main character. The character could be you or someone you make up. Write about what the character sees, what the character does, and what events happen. Make your adventure so interesting that it is clear why someone would either want to visit the island OR never want to go there at all.

Be sure to include

- a main character
- what the character sees
- what the character does
- what events happen
- details to make your original story interesting
- a beginning, a middle, and an end to your original story



Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

Prewriting/Planning

Prewriting/Planning

Students can use the Prewriting/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Prewriting/Planning pages is not scored.**



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Writing Icon

The writing icon, which appears before the writing prompt, alerts the student that the response will be scored for writing. The writing icon box on page 14 of the test book includes the criteria by which the writing will be judged.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct grammar, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the following pages) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., tells a well-developed story about a girl on an imaginary island).
- offers many specific details (e.g., *When C. stepped onto the warm, tan, sand [,] C. knew she would like this place. For a little bit [,] she went and explored. C. found a gigantic, blue, running waterfall and decided she would camp closed [close] to it. She also saw alot [a lot] of trees filled with tropical fruit [,] such as: [no colon] mangos, coconuts, bananas, and apples.*
- progresses in a clear, logical order. The writer begins by telling how the girl gets to the island, then moves to a description of how she survives on her own, and ends with a short paragraph about how she plans to stay there.
- uses transitions effectively (e.g., *One day; For a little bit; Later on; While C. was heading back home; Along the path*).
- demonstrates attention to word choice by including action words and strong sensory images (e.g., *She climbed a coconut tree and picked a coconut, took aim, and chucked the coconut at the spider*).
- is fluent and easy to read.
- contains a wide variety of sentence patterns, both simple and complex.
- uses a lively and engaging voice.

NOTE: Per the Writing Applications Rubric (Grades 5–12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the following pages) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in capitalization.
- has one error in ending punctuation (e.g., *C. saw a [an] island up ahead and decided to swim to it [.]*).
- has a few spelling errors for grade-level words (e.g., *to [too], closed to [close to], alot [a lot], skys [skies]*). However, one or more of these may be first-draft errors.*
- has grammar and usage errors, mostly related to verbs (e.g., *C. brings [brought] wood, bark, sticks, and leaves back to where she wanted to make a house; C. goes back home and lays [lies] outside on the sand*).
- includes well-defined paragraphs.
- contains one run-on sentence (e.g., *C.'s stomach growled, [,] she [She] was getting hungry*) and one sentence fragment (e.g., *Sunny skys [skies], white clouds*). The latter seems to be included for style purposes.

*First-draft errors are those errors that were probably made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Title: _____ C. and the Island _____

One day C. decided she would try skydiving. She flew up into the air and jumped out. She knew that she jumped out too early and she was going to land in the water. SPLASH! C. hit the warm blue waters off the coast of Mexico. C. saw an island up ahead and decided to swim to it

When C. stepped onto the warm, tan, sand C. knew she would like this place. For a little bit she went and explored. C. found a gigantic, blue, running waterfall and decided she would camp close to it. She also saw a lot of trees filled with tropical fruit such as: mangos, coconuts, bananas, and apples. While C. was looking for bark for her house she saw some exotic animals. She saw snakes, spiders, chipmunks, prairie dogs, monkeys, and a lot of different species of birds.

C. brings wood, bark, sticks, and leaves back to where she wanted to make a house. Later on she has her house finished and she even had a rug in front of her door.

C.'s stomach growled, she was getting hungry. She went and picked a few mangos from the tree she saw earlier. She enjoyed those while making traps, weapons, and knives in case she had to defend herself.

She planned to make clothes from leaves and fur. C. started heading out to make a spot to put her snares. She put one behind a tree, in a thicket, and in some tall grass.

While C. was heading back home she came eye to eye with a snake. The snake lunged at C. but she had better reflexes than the snake. C. picked up a stick and slammed it down right on top of the snake's head and killed it. Along the path she came along a spider and the spider started running at C. She climbed a coconut tree and picked a coconut, took aim, and chucked the coconut at the spider. It smashed the spider in two.

C. goes back home and lays outside on the sand. The weather was beautiful. Sunny skys, white clouds. It was a perfect day.

C. missed her family so much but she wanted to stay on the island. And that is what she did.

The End

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the following pages) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays focused on the task (i.e., develops a story about being stranded on a Pacific island).
- offers more than adequate details (e.g., *We jumped out of the boat and swam for the little speke [speck] of land. It was about fiveteen [fifteen] minutes before we got there [,] and it was about 2:00 p.m. We got there [,] saw a small shelter [,] and jumped under it! Then we saw a tree with bananas and fruit [,] even coconutes [coconuts]!).*
- progresses in chronological order. The writer begins by telling about the location of the island, then moves to a description of being stuck on a boat with a broken engine, and finishes with details about swimming to the island and being rescued.
- includes smooth transitions between sentences and paragraphs (e.g., *About three or four years ago; When we got on the boat; But on our third day out; A few hours later*).
- demonstrates a precise control of language (e.g., *A few hours later [,] we just drifted more and more west; swam for the little speke [speck] of land*).
- is fluent and easy to read.
- contains a variety of sentence patterns, both simple and complex. The writer also demonstrates technical proficiency with longer sentences.
- engages the audience with a lively voice (e.g., *About three or four years ago [,] something wonderful happened! For once in my life [,] I found a place that was just me. It was a little place in about the middle of the Pacific Ocean I call, "A little place of my own." I found this place on my twenly-first [twenty-first] birthday!)*.

NOTE: Per the Writing Applications Rubric (Grades 5–12), a Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the following pages) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in capitalization.
- has minor punctuation errors (e.g., *We got there [,] saw a small shelter [,] and jumped under it!)*.
- has a number of errors in the spelling of grade-level words (e.g., *speke [speck], fiveteen [fifteen], liquide [liquid], in side [inside]*). However, one or more of these may be first-draft errors.
- has one grammar error related to verb tense (e.g., *I knew that the was liquide in side the coconutes [there was liquid inside the coconuts] but not enough for five people that haven't [who hadn't] eaten in a while!)* and one related to an incorrect article (e.g., *at trip [a trip]*).
- demonstrates an effective use of paragraphs.
- contains one run-on sentence (e.g., *A few hours later [,] we just drifted more and more west [,] then [Then] we saw land!)*, but no sentence fragments.

About three or four years ago something wonderful happened! For once in my life I found a place that was just me. It was a little place in about the middle of the Pacific Ocean I call, "A little place of my own." I found this place on my twenty-first birthday! My friends A., K., K., and Z. all decided that we would take a trip on our boat for a weekend and well, it all goes down from there.

When we got on the boat we started to head South and go deepsea fishing and swimming. But on our third day out on the water we were just about to go home until we heard the engine go out. We were stuck in the middle of the ocean! A. and K. started to wake up at about 10:45 a.m. when they noticed we were still in the same spot as last night! Then they saw that the boat was broken. Plus we didn't have any phone service out in the middle of the ocean, or didn't have any food left. We had to find land fast!

A few hours later we just drifted more and more west then we saw land! We knew that it wasn't where they wanted to be but it looked better than just sitting out in the sun all day with out shade. "We have to swim for it" Z. said. We knew we wouldn't make it very long without food. We jumped out of the boat and swam for the little speck of land. It was about fifteen minutes before we got there and it was about 2:00 p.m. We got there saw a small shelter and jumped under it! Then

Score Point 5/4

we saw a tree with bananas and fruit even coconuts! I knew that there was liquid inside the coconuts but not enough for five people that haven't eaten in a while! But for some reason A. and K. decided to climb up the tree to see if they could get any phone service. They did and we were so happy. We called the boat rental place to see if they could send another boat to come and save us, and about two hours later we were back home safe and sound!

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells a partially developed story about a famous explorer named R.).
- provides an adequate number of details.
- has a well-developed beginning, a middle, and a brief ending.
- includes occasional transitions (e.g., *Well; As you all know; Now; Two minutes afterward; Then*).
- demonstrates control of some challenging vocabulary (e.g., *terrifying; challenges; episode; Ancient Hieroglyphs; translated; instructions; shelter; protection*).
- is easy to read.
- has simple and complex sentences. However, some are awkwardly constructed.
- attempts an original perspective by using the voice of a television narrator (e.g., *R., the famous explorer [,] has done many terrifying things. There has [have] come hard as well as easy challenges. On this episode of "Explore With [with] R.[,]" will she face the roughest challenge yet? Well, you'll find out next on "Explore With [with] R." R. has gone to an island today, [,] lets [Let's] see what she's found*).

NOTE: Per the Writing Applications Rubric (Grades 5–12), a Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *Explore With R.* [Explore with R.]).
- has no errors in punctuation.
- has one spelling error for a grade-level word (e.g., *shoes* [shoos]).
- has one usage error related to apostrophes (e.g., *lets* [Let's]) and one related to subject and verb agreement (e.g., *There has [have] come hard as well as easy challenges*).
- demonstrates an adequate use of paragraphs.
- contains one run-on sentence (e.g., *R. has gone to an island today, [,] lets [Let's] see what she's found*), but no sentence fragments.

R., the famous explorer has done many terrifying things.

There has come hard as well as easy challenges. On this episode of "Explore With R." will she face the roughest challenge yet?

Well, you'll find out next on "Explore With R."

R. has gone to an island today, lets see what she's found.

As you all know she explores till sundown. We seem to have found some Ancient Hieroglyphs. They have translated and they say catch fish and bird. She says she's going to follow those instructions and catch a bird and a fish. Now she will make shelter that will hopefully protect her.

Now she sees things moving in the bushes. She is grabbing her hammer for protection. Two minutes afterward three wild dogs jump out and try to attack her. She grabs her hammer again and shoes them away. Then she falls fast asleep.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task, but stays minimally focused (i.e., tells a brief story about finding an island and a friend on the island).
- offers general support (e.g., *Then she finally found an island [...] it [It] wasn't on a map. She sees a small house, food in it, and lots of trees. S. starts makeing [making] the island how she wants and likes it. She names the island the B. island. After her last name and she loves it.* [She names the island the B. Island after her last name, and she loves it.]).
- includes a brief beginning, middle, and end.
- offers a few basic transitions (e.g., *One day; Then; Finally*).
- includes grade-level vocabulary.
- exhibits some fluency.
- is composed mostly of simple sentences.
- conveys a sense of audience by using a positive tone throughout.

NOTE: Per the Writing Applications Rubric (Grades 5–12), a Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one error in capitalization (e.g., *the B. island* [Island]).
- has no errors in punctuation.
- has two spelling errors for grade-level words (e.g., *makeing* [making], *use to* [used to]).
- has one grammar error related to subject and verb agreement (e.g., *Now S. and Taylor lives* [live] *there*).
- demonstrates an adequate use of paragraphs.
- contains two run-on sentences (e.g., *Then she finally found an island [...] it [It] wasn't on a map; The weather is so cool [...] people [People] love it*) and one sentence fragment (e.g., *After her last name and she loves it*).

One day S. B. was looking for an island. Then she finally found an island it wasn't on a map. She sees a small house, food in it, and lots of trees. S. starts makeing the island how she wants and likes it. She names the island the B. island. After her last name and she loves it.

S. starts looking around the island. She finds this girl named Taylor Swift. She was lost on the island for a long time. Taylor starts telling S. what to look out for and what to eat. They want to start working as a team and they do.

Finally B. island is on a map. Since it is on a map lots of people start coming. The weather is so cool people love it. The animals are sweet to the people. People use to live there. Now S. and Taylor lives there.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- exhibits difficulty maintaining a focus on the task (i.e., tells an undeveloped story about an island explorer named B.).
- offers few supporting details.
- has a beginning and a middle, but no ending.
- includes minimal transitions (e.g., *One day; but then; Then*).
- contains a grade-level vocabulary, but makes good use of color words and images (e.g., *So B. pick oun up but then he tun blue with red porckdots* [So B. picked one up, but then he turned blue with red polka dots]).
- is readable.
- relies mostly on simple sentences and demonstrates limited sentence control.
- conveys a sense of audience and drama (e.g., *Oh no! he tuning blck* [He's turning black] *with yellow dots. The island was scary* [.] *every thing* [Everything] *was gray. Oh no! I'm tuning* [turning] *gray* [!] *nooooo o!* [Nooooo!]).

NOTE: Per the Writing Applications Rubric (Grades 5–12), a Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has two errors in capitalization (e.g., *One day* [.] *there was this island Explorer* [explorer] *name* [named] *B.*; *Oh no! he tuning blck with yellow dots* [Oh no! He's turning black with yellow dots.]).
- has one ending punctuation error (e.g., *Oh no! I'm tuning* [turning] *gray* [!] *nooooo o!* [Nooooo!]).
- has numerous grade-level spelling errors (e.g., *wit* [went], *neaver* [never], *befour* [before], *tun* [turned], *blck* [black], *every thing* [Everything]).
- has one grammar error related to verb tense (e.g., *Then he saw a plant* [.] *he eat* [He ate] *it this time*) and one related to an incorrect article (e.g., *a island* [an island]).
- consists of a single paragraph.
- contains three run-on sentences (e.g., *B. wit to a island he neaver saw befour it was strag.* [B. went to an island he never saw before. It was strange.]; *Then he saw a plant* [.] *he eat* [He ate] *it this time; The island was scary* [.] *every thing* [Everything] *was gray*), but no sentence fragments.

The ISland Explorer. One day there was this island Explorer
name B. He had red hair. B. wit to a island he neaver saw befour
it was strag. It had drags. It had strag plant. So B. pick oun
but then he tun blue with red porckdots. Then he saw a plant he
eat it this time. Oh no! he tuning blk with yellow dots. The island
was scary every thing was gray. Oh no! I'm tuning gray noooo o!

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- is too brief to establish a focus on the task (i.e., refers to a person and cats, but does not contain a narrative).
- includes only unrelated details.
- has no discernible order.
- lacks transitions.
- contains only rudimentary vocabulary (e.g., *the; was; cats; him; off*).
- lacks fluency.
- has no discernible sentence patterns.
- conveys no sense of audience.

NOTE: Per the Writing Applications Rubric (Grades 5–12), a Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no initial capitalization. All letters are lowercase.
- has no discernible errors in punctuation.
- has mostly misspelled words (e.g., *th* [the], *ilind* [island], *cam* [came], *bhi* [behind], *bote* [body]), many of which are indecipherable.
- demonstrates no understanding of grammar or usage.
- shows evidence of paragraphing.
- consists of a single sentence.

Score Point 1/1

cole dsur th ilind the was smocen a sigats a aree cats cam
bhi him an his had fal off his bote.

Introduction to the English/Language Arts Constructed Responses

Session three, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading comprehension task consists of one passage and several constructed-response (CR) questions. Because this is a reading comprehension task, all the information students need to answer the questions correctly is in the text. All responses should be based on information from the text.

The following pages show the CR questions. An example of a top-score response is given for each CR question. The top-score response and the 2-point constructed-response rubric are used together to score student responses. The top-score response is just one example of the many ways students can respond to receive two points. It may include some language conventions errors. Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

All CR questions are based on the skills outlined in the Indiana Academic Standards. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support each response with information from the text.

ISTEP+ ELA Grades 3–8 Constructed-Response Rubric

2 points Proficient

The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.

1 point Partially Proficient

The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.

0 points Not Proficient

The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Session 3—Question 1
Literary Text

- 1** The family’s attitude toward the strawberry dessert changes over time. How does the author show this change? Support your answer with details from the story.

Top-Score Response:

She shows the change by telling how much they liked it the first time and then the thinking of Isabel. Like how they ate in silence because it was so good. Then she was complaining about it three years later.

Score Point 2

- 1** The family's attitude toward the strawberry dessert changes over time. How does the author show this change? Support your answer with details from the story.

At first the family loves the shortcake but after a while
they got tired of it because when Mrs. Finch said she was going
to the store she sighed.

Question 1

Literary Text—2 Points

The response fulfills all the requirements of the task. The student accurately states the change in the family's attitude (e.g., *At first the family loves the shortcake but after a while they got tired of it*) and provides relevant text support (e.g., *when Mrs. Finch said she was going to the store she sighed*).

Score Point 1

- 1** The family's attitude toward the strawberry dessert changes over time. How does the author show this change? Support your answer with details from the story.

At first everyone in the story seemed to LOVE strawberry
short cake but in the end everyone is relieved to get something
different.

Question 1

Literary Text—1 Point

The response fulfills some of the requirements of the task. The student accurately states the change in the family's attitude (e.g., *At first everyone in the story seemed to LOVE strawberry short cake but in the end everyone is relieved to get something different*), but provides no text to support this change.

Score Point 0

- 1** The family's attitude toward the strawberry dessert changes over time. How does the author show this change? Support your answer with details from the story.

Author said a Banana spleat. I will tell you the changes ice
cream, Banana, chocolate Syrup and charries.

Question 1

Literary Text—0 Points

The response does not fulfill the requirements of the task. Instead of showing how the family's attitude changes, the student describes the new dessert.

Session 3—Question 2
Literary Text

- 2** What is the Finches' MAIN problem? Explain how it is solved. Support your answer with details from the story.

Top-Score Response:

The Finches' main problem was that they had strawberry shortcakes every night for 3 years. The problem is solved when the cakes run out and they have strawberries and whipped cream, so they make banana splits.

Score Point 2

- 2** What is the Finches' MAIN problem? Explain how it is solved. Support your answer with details from the story.

The Finches main problem is that they have shortie every night. and they all are tired of it. It is solved by when they forgot the cakes they decided to instead of getting cakes to get banana splits.

Question 2

Literary Text—2 Points

The response fulfills all the requirements of the task. Using specific, text-based details, the student explains both the problem (e.g., *The Finches main problem is that they have shortie every night. and they all are tired of it*) and the solution (e.g., *It is solved by when they forgot the cakes they decided to instead of getting cakes to get banana splits*).

Score Point 1

- 2** What is the Finches' MAIN problem? Explain how it is solved. Support your answer with details from the story.

They want the Strawberry desert to come to an end so Isabel says we can make Banana Splits

Question 2

Literary Text—1 Point

The response fulfills some of the requirements of the task. The student offers only a general explanation of both the problem (e.g., *They want the Strawberry desert to come to an end*) and the solution (e.g., *Isabel says we can make Banana Splits*).

Score Point 0

2 What is the Finches' MAIN problem? Explain how it is solved. Support your answer with details from the story.

they like strawbreey short cake alot

Question 2

Literary Text—0 Points

The response does not fulfill the requirements of the task. The student offers an inaccurate explanation of the problem and no explanation of the solution.

Session 3—Question 3
Literary Text

- 3** Another good title for this story might be “Strawberry Shortcake Overload.” Explain why this might be a good title. Support your answer with details from the story.

Top-Score Response:

“Strawberry Shortcake Overload” would be a good title because the Finches have had strawberry shortcake for three years and they are getting tired of it.

Score Point 2

- 3** Another good title for this story might be "Strawberry Shortcake Overload." Explain why this might be a good title. Support your answer with details from the story.

because the were eating strawberres shorcakes every night
and it was getting very old. And them the made a name for it
Shortie.

Question 3

Literary Text—2 Points

The response fulfills all the requirements of the task. The student supports the new title with several specific text details (e.g., *the were eating strawberres shorcakes every night; it was getting very old; the made a name for it Shortie*).

Score Point 1

- 3** Another good title for this story might be "Strawberry Shortcake Overload." Explain why this might be a good title. Support your answer with details from the story.

"Strawberry Shortcake Overload" would be a good
title. because the Finches eat way too much of Strawberry
Shortcake.

Question 3

Literary Text—1 Point

The response fulfills some of the requirements of the task. The student offers only general support for the new title (e.g., *because the Finches eat way too much of Strawberry Shortcake*).

Score Point 0

- 3** Another good title for this story might be "Strawberry Shortcake Overload." Explain why this might be a good title. Support your answer with details from the story.

Strawberry Shortcake Overload is a good title because it
overloads with Strawberrys in the story.

Question 3

Literary Text—0 Points

The response does not fulfill the requirements of the task. The student supports the new title with a statement that is not text-based.

Introduction to the English/Language Arts Extended Response

The third session, English/Language Arts, also contains a writing task in the form of an extended-response writing activity. The extended-response writing activity developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing activity is closely aligned with the writing process.

Students

- **are given a specific writing task.**
- **engage in prewriting and drafting.**
The prewriting and initial drafts are not scored.
- **revise their writing.**
- **edit their writing.**
An Editing Checklist is provided in the test book to remind students to review their papers.
- **complete a revised and edited draft.**
Only the revised and edited draft is scored.

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

Extended-Response Writing Applications Overview Grades 5–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended-Response Writing Applications Rubric is used for the actual scoring of student papers.

These scoring rubrics are used with statewide assessments in Grades 5–12.

Language Conventions Rubric Grades 5–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points. These scoring rubrics are used on the Spring *ISTEP+* assessment in Grades 5–8.

Session 3—Question 4
Writing Applications/Language Conventions

Pages 63 and 64 provide an overview of the parts of the extended-response writing activity.

Extended-Response Writing Activity

The extended-response writing activity consists of a brief stimulus followed by a specific writing task that includes ideas to help students focus their writing.

4

Read this passage. Then complete the writing activity that follows.

Advice for Justin

Justin couldn't decide what to do. He'd spent days thinking. "Which is the right choice?" he asked himself. The problem was a big one. He'd been invited to Ted's going-away party, which was really important because Ted was his best friend. Justin wouldn't see Ted much after his friend moved to the city. But Ted's party was on the same day as the semifinals for the soccer team. Justin was the best goalie his team had. No one could stop a ball like he could. Why did the two events have to be scheduled at exactly the same time? If he went to the game, he'd let down his friend. If he went to the party, he'd let down his whole team. He needed advice, and he needed it fast!

What do you think Justin should do? Write a letter to Justin in which you give him advice. Be sure to include details to support your writing.



Use the blank Prewriting/Planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand and your teacher will give you more paper. **You must write your final draft on the lines beginning at the top of the next page.**

Prewriting/Planning

Prewriting/Planning

Students can use the Prewriting/Planning space to help them focus their thoughts on the requirements of the writing activity and to generate ideas to include in their writing. **The writing on the Prewriting/Planning pages is not scored.**



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Writing Icon

The writing icon, which appears before the writing activity, alerts the student that the response will be scored for writing. The writing icon box on page 22 of the test book includes the criteria by which the writing will be judged.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct grammar, spelling, punctuation, and capitalization.

Extended-Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended-Response Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., gives clear, detailed advice to Justin).
- provides more than adequate support (e.g., *I personally think that you should skip the semi – finals [semi-finals], and you should go to your best friends going away [friend's going-away] party. I think friendship is much more important*).
- has brief opening (e.g., *I have heard about your problem, and I want to help*) and closing sentences (e.g., *I wish you the best of luck*) and a logically organized middle section.
- includes a few well-placed transitional phrases (e.g., *If you go to the game; If you go to your best friends [friend's] party*).
- demonstrates control of vocabulary that is appropriate to the topic.
- is fluent and easy to read.
- contains a variety of sentence patterns, including a compound-complex sentence (e.g., *I hope you do the right thing, and I hope I can convince you to see your best friend because what if you go to the semi – finals [semi-finals] and your best friend comes back [?]*).
- conveys a strong sense of audience throughout (e.g., *Is the soccer game more important than a best friend?*).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 5–12), a Score Point 4 paper represents a solid performance. It fully accomplishes the task.

Extended-Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has one ending punctuation error (e.g., *I hope you do the right thing, and I hope I can convince you to see your best friend because what if you go to the semi – finals [semi-finals] and your best friend comes back [?]*).
- has no spelling errors.
- has two minor grammatical errors related to possessives (e.g., *your best friends [friend's] party; your best friends [friend's] going away [going-away] party*).
- consists of a single paragraph.
- contains no run-on sentences and no sentence fragments.

Dear Justin,

I have heard about your problem, and I want to help. If you go to the game you could lose a best friend. If you go to your best friends party you could lose the semi - finals. I don't know which one is the better one to pick. Is the soccer game more important than a best friend? I personally think that you should skip the semi - finals, and you should go to your best friends going away party. I think friendship is much more important. I hope you do the right thing, and I hope I can convince you to see your best friend because what if you go to the semi - finals and your best friend comes back. There's a good chance he wouldn't want to see you again because you didn't say goodbye to him. I wish you the best of luck.

Your friend,

T.

Extended-Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended-Response Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., gives clear advice to Justin).
- provides sufficient support to complete the task.
- has a short beginning (e.g., *Justin, Hi [,] I'm A. Here is the advice [advice] I can give you*), a short ending (e.g., *That's all the advice [advice] I have for you*), and a well-ordered middle section.
- includes a few basic transitions (e.g., *Then; That way*).
- demonstrates control of grade-level vocabulary.
- is easy to read.
- contains a variety of sentence patterns, including a compound-complex sentence (e.g., *Then go talk to your friend Ted [,] and if he want's [wants] you to spend time with him [,] say ok [okay]*).
- conveys a consistent sense of audience.

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 5–12), a Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Extended-Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has one ending punctuation error (e.g., *You all can be happy [.]*).
- has several spelling errors for grade-level words (e.g., *advice/adive [advice]*, *than [then]*, *soccer [soccer]*, *parntens [parents]*).
- has one grammar error related to a misused apostrophe (e.g., *want's [wants]*).
- includes multiple paragraphs. However, these seem to be mostly the divisions between individual sentences.
- contains two run-on sentences (e.g., *You should talk to your team and see if they have another goalie person [.] if not than say ok [If not, then say "okay."]; Than [Then] I think I would ask Ted if he could have his good bye [goodbye] party at your soccer [soccer] game [.] then [Then] he could have a good bye [goodbye] game party*), but no sentence fragments.

Justin,

Hi I'm A.

Here is the advice I can give you.

You should talk to your team and see if they have another goalie person if not than say ok. Then go talk to your friend Ted and if he want's you to spend time with him say ok.

Than I think I would ask Ted if he could have his good bye party at your soccer game then he could have a good bye game party.

Tell him to ask his parntens if he could have a party at your soccer game.

That way you could play goalie and you could be at the party.
You all can be happy

That's all the advice I have for you.

Extended-Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended-Response Writing Applications Rubric.

This sample

- stays minimally focused on the task (i.e., offers some advice to Justin).
- provides few supporting details.
- progresses in an order that preserves meaning.
- makes limited use of transitions (e.g., *Well*; *then*).
- includes basic, grade-level vocabulary.
- is readable.
- contains both simple and complex sentences, but exhibits difficulty with sentence control.
- conveys a sense of audience (e.g., *Well its not my couise*. [Well, it's not my choice.] *its yours*. [It's yours.] *I hope you deside Well and make a a good choise*. [I hope you decide well and make a good choice.] *Your friend, J.*).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 5–12), a Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Extended-Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has two capitalization errors (e.g., *its* [It's] *yours*; *I hope you deside Well and make a a good choise* [decide well and make a good choice]).
- has no punctuation errors.
- has several misspellings of grade-level words (e.g., *intull* [until], *gane* [game], *couise/choise* [choice]).
- has grammar and word usage errors related to verb tense, wrong words, and contractions (e.g., *Well* [,] *if I was* [were] *you* [,] *I would goto* [go to] *the game* [,] *play intull* [until] *it is* [was] *half time* [half-time,] *then go to the party*; *half in hour* [half an hour]; *Well its not my couise* [Well, it's not my choice]).
- consists of a single paragraph.
- contains no run-on sentences or sentence fragments.

Dear Justin,

3-4-09

Well if I was you I would goto the game play intull it is half
time then go to the party. But you could go to the party for
a half in hour then go to the gane. Well its not my couise. its
yours. I hope you deside Well and make a a good choise.

Your friend,

J.

Extended-Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended-Response Writing Applications Rubric.

This sample

- is weakly focused on the task (i.e., offers some advice to Justin).
- offers minimal support (e.g., *and not disipond ted or your tem mats* [and not disappoint Ted or your teammates]).
- is too brief to establish a beginning, a middle, or an end.
- has no transitions.
- includes a simple, limited vocabulary.
- exhibits little fluency.
- demonstrates no understanding of sentence variety or sentence control.
- conveys a limited sense of audience.

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 5–12), a Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Extended-Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has two capitalization errors (e.g., *go to haf the game and haf the piter* [Go to half the game and half the party]; *ted* [Ted]).
- has no punctuation errors.
- has many spelling errors in proportion to its overall length (e.g., *haf* [half], *piter* [party], *tem mats* [teammates]).
- has no grammar or word usage errors.
- consists of a single sentence.
- contains one fragment (e.g., *and not disipond ted or your tem mats.* [and not disappoint Ted or your teammates]), but no run-on sentences.

Score Point 1/1

Der, justin

go to haf the game and haf the piter. and not disipond ted
or your tem mats.

By,

B.

Introduction to the Spring 2010 *ISTEP+* Social Studies Applied Skills Assessment

The chart below summarizes the question types used to measure a student's mastery of content, the multiple assessment windows, the content assessed during each assessment window, and the scoring method used to evaluate a student's response.

More information is available regarding these assessment topics at the *ISTEP+* InfoCenter at www.doe.in.gov/istep.

<u>Question Type</u>	<u>Assessment Window</u>	<u>Content Assessed</u>	Scoring Method
Multiple-Choice (MC)	Multiple-Choice Assessment	<ul style="list-style-type: none"> • Grade 5 content • Grades 4 and 5 process skills* 	Machine-Scored
Constructed-Response (CR)	Applied Skills Assessment	<ul style="list-style-type: none"> • Early Cultures and Historic Indian Groups • European Exploration and Settlement • Interaction between Native American Indians and Europeans • Adaptation and Alteration of the Physical Environment • Citizenship: Roles and Responsibility • Trade and Supply and Demand • Grades 4 and 5 process skills* 	Analytic Rubric
Extended-Response (ER)			

* *Social Studies process skills are essential to learning social studies and are often used consistently across grade levels. Some examples of social studies process skills are: recognize fact and opinion; identify cause and effect; compare and contrast; and read and interpret timelines, charts, and maps. An example of a Grade 4 process skill indicator that may be assessed in Grade 5 is: 4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.*

QUESTION TYPES

This guide addresses the Applied Skills section of *ISTEP+* consisting of CR and ER questions.

SCORING

Each CR question is scored according to its own rubric and has a maximum of 2 score points. The ER question is also scored according to its own rubric and has a maximum of 4 score points. For all Applied Skills questions, the maximum score point value is desired, but students can receive partial credit on questions. For example, it is possible for students to receive 1 point for a CR question or 1, 2, or 3 points for the ER question.

For some questions, students are expected to explain and justify their responses. Students' ability to communicate concepts is critical in understanding social studies and is emphasized in Indiana's Social Studies Standards.

Additionally, students are not penalized for:

- spelling or grammar errors
- using abbreviations; for example, both *U.S.* and *United States* are acceptable

Session 4—Question 1
History

- 1** Below is a simplified version of a statement made by James Winthrop, the governor of Massachusetts Bay Colony.

We tame the wilderness and turn empty wasteland into fruitful farmland. The Indians of New England do not fence in farm fields. They do not raise cattle or build permanent homes and towns. If we leave the Indians enough land for their needs, we have a right to take the rest.

Give TWO different reasons why the views of Winthrop and other European settlers towards land use led to conflict with Native Americans.

- 1) _____

- 2) _____

Key Elements:

Any two of the following:

- The settlers thought that the land should be theirs if they used it for farming/building houses/starting towns.
- The settlers used/thought of the land differently from the Native Americans.
- The settlers thought that land was useless unless it was used for farming, etc.
- As more settlers came, they forced Native Americans off the land.
- The settlers thought Native Americans were uncivilized (and did not deserve consideration).
- Native Americans kept much of the lands unchanged.
- Native Americans did not believe that land/natural resources could/should be owned.
- The settlers took over the lands used by Native Americans as their settlements grew.
- other reasonable responses

Rubric:

2 points	Two key elements
1 point	One key element
0 points	Other

Score Point 2

- 1** Below is a simplified version of a statement made by James Winthrop, the governor of Massachusetts Bay Colony.

We tame the wilderness and turn empty wasteland into fruitful farmland. The Indians of New England do not fence in farm fields. They do not raise cattle or build permanent homes and towns. If we leave the Indians enough land for their needs, we have a right to take the rest.

Give TWO different reasons why the views of Winthrop and other European settlers towards land use led to conflict with Native Americans.

- 1) They people wanted to settle on land. NA wanted to move everywhere.
- 2) They want to plant food and NA just hunted and left.

Question 1

History—2 points

This response correctly gives two different reasons why the views of Winthrop and other European settlers towards land use led to conflict with Native American Indians. This response receives a Score Point 2.

Score Point 1

- 1** Below is a simplified version of a statement made by James Winthrop, the governor of Massachusetts Bay Colony.

We tame the wilderness and turn empty wasteland into fruitful farmland. The Indians of New England do not fence in farm fields. They do not raise cattle or build permanent homes and towns. If we leave the Indians enough land for their needs, we have a right to take the rest.

Give TWO different reasons why the views of Winthrop and other European settlers towards land use led to conflict with Native Americans.

- 1) The coloniet took most of the land.

- 2) They pushed Indians away from their home.

Question 1

History—1 point

This response gives one correct reason why the views of Winthrop and other European settlers towards land use led to conflict with Native American Indians: pushing Native American Indians away from their home (forcing them off the land). The other response “took most of the land” supports this response—Europeans forced Native American Indians off the land by claiming it for themselves. Therefore, this response receives a Score Point 1.

Score Point 0

- 1** Below is a simplified version of a statement made by James Winthrop, the governor of Massachusetts Bay Colony.

We tame the wilderness and turn empty wasteland into fruitful farmland. The Indians of New England do not fence in farm fields. They do not raise cattle or build permanent homes and towns. If we leave the Indians enough land for their needs, we have a right to take the rest.

Give TWO different reasons why the views of Winthrop and other European settlers towards land use led to conflict with Native Americans.

- 1) They fought on the land.
- 2) They won on the land.

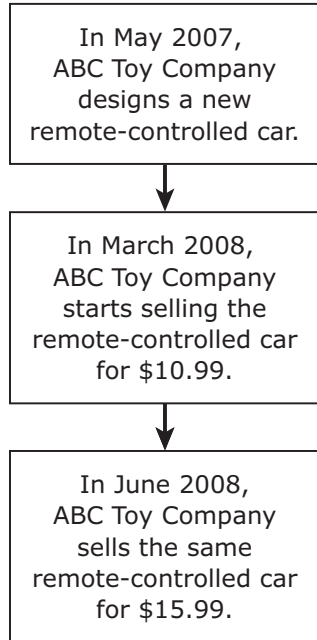
Question 1

History—0 points

This response does not give correct reasons why the views of Winthrop and other European settlers towards land use led to conflict with Native American Indians. Instead, it focuses on events that may have happened on the land. Therefore, this response receives a Score Point 0.

Session 4—Question 2
Economics

2 Look at the chart below.



Give TWO different explanations for the rise in price of the remote-controlled car.

- 1) _____

- 2) _____

Key Elements:

Any two of the following:

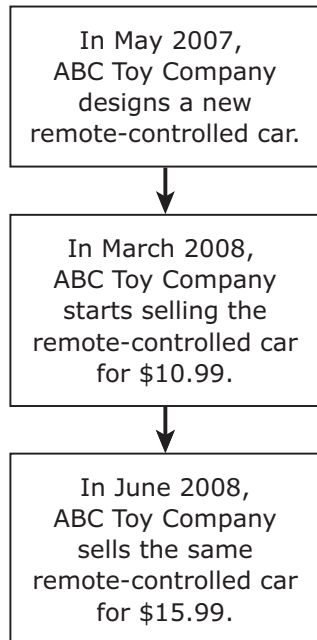
- The demand for the cars is higher than the supply.
- Fewer of the cars are being made.
- The car may be made of better materials.
- The toy company wants to increase its profits.
- The cost to make the cars has increased.
- The cost to ship the cars has increased.
- There is a shortage of materials needed to make the car.
- The new price reflects inflation.
- The cost of advertising the car increased.
- The toy company needs to make more money to pay for advertising.
- other reasonable response

Rubric:

2 points	Two key elements
1 point	One key element
0 points	Other

Score Point 2

2 Look at the chart below.



Give TWO different explanations for the rise in price of the remote-controlled car.

- 1) They got more popular.

- 2) They were built better bigger.

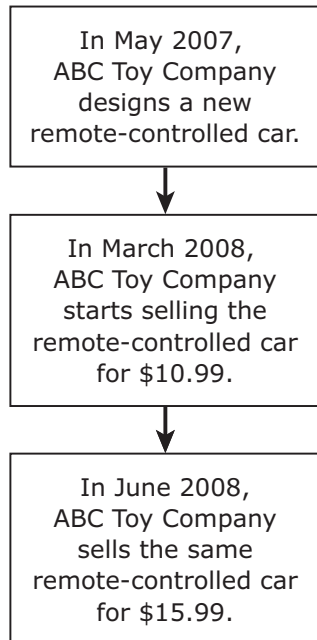
Question 2

Economics—2 points

This response correctly gives two different explanations for the rise in price of the remote-controlled car. The response receives a Score Point 2.

Score Point 1

2 Look at the chart below.



Give TWO different explanations for the rise in price of the remote-controlled car.

- 1) It gets more and more rare.

- 2) It's worth more as the years progress.

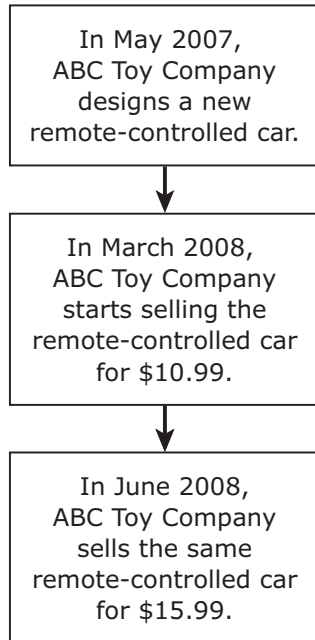
Question 2

Economics—1 point

This response gives one correct explanation for the rise in price of the remote-controlled car: it is rare (indicating that fewer cars are being made). The other explanation is incorrect since little time has passed since the car started being sold. Therefore, this response receives a Score Point 1.

Score Point 0

2 Look at the chart below.



Give TWO different explanations for the rise in price of the remote-controlled car.

- 1) the went up a \$5.99 each time

- 2) they go here each month and year

Question 2

Economics—0 points

This response does not give correct explanations for the rise in price of the remote-controlled car. Both explanations use information from the stimulus, but neither provides a clear reason for the rise in price. Therefore, this response receives a Score Point 0.

Session 4—Question 3
History

- 3** William Bradford was one of the leaders of the Pilgrims. Below is a simplified version of part of his journal that describes an event in 1621.

In the spring, the Pilgrims met Samoset and Squanto, who spoke some English. Later, the two of them came with their great chief, called Massasoit. Together with the Pilgrim leaders, they worked out a lasting peace agreement. In this agreement they stated that neither would do any harm against the other and if any other group did unjustly war against one of them, the other would aid them. Squanto stayed with the Pilgrims and taught them how to plant corn and catch fish.

Using the information above, give ONE example of cooperation between the Native American Indians and the Pilgrims.

Why was the cooperation between the Pilgrims and the Native American Indians successful?

Key Elements:

One example of cooperation:

- creating a peace agreement between the two sides
- agreeing to come to the aid of the other in case of war
- agreeing not to harm each other
- showing the Pilgrims how to plant corn
- showing the Pilgrims how to catch fish
- being friendly and helpful to each other
- other reasonable response

Why cooperation was successful:

- they shared common goals
- they were able to communicate in the same language
- the leaders cooperated
- they were able to benefit from each other
- it allowed both groups to live peacefully
- other reasonable response

Rubric:

- | | |
|-----------------|---------------------------------------|
| 2 points | One key element from each section |
| 1 point | One key element from only one section |
| 0 points | Other |

Score Point 2

- 3** William Bradford was one of the leaders of the Pilgrims. Below is a simplified version of part of his journal that describes an event in 1621.

In the spring, the Pilgrims met Samoset and Squanto, who spoke some English. Later, the two of them came with their great chief, called Massasoit. Together with the Pilgrim leaders, they worked out a lasting peace agreement. In this agreement they stated that neither would do any harm against the other and if any other group did unjustly war against one of them, the other would aid them. Squanto stayed with the Pilgrims and taught them how to plant corn and catch fish.

Using the information above, give ONE example of cooperation between the Native American Indians and the Pilgrims.

The Pilgrims learned from Squanto how to grow corn and catch fish.

Why was the cooperation between the Pilgrims and the Native American Indians successful?

They could teach each other things they don't know how to do.

Question 3

History—2 points

This response correctly gives one example of cooperation between the Native American Indians and the Pilgrims. It also correctly explains why the cooperation between the Pilgrims and the Native American Indians was successful. The response receives a Score Point 2.

Score Point 1

3

William Bradford was one of the leaders of the Pilgrims. Below is a simplified version of part of his journal that describes an event in 1621.

In the spring, the Pilgrims met Samoset and Squanto, who spoke some English. Later, the two of them came with their great chief, called Massasoit. Together with the Pilgrim leaders, they worked out a lasting peace agreement. In this agreement they stated that neither would do any harm against the other and if any other group did unjustly war against one of them, the other would aid them. Squanto stayed with the Pilgrims and taught them how to plant corn and catch fish.

Using the information above, give ONE example of cooperation between the Native American Indians and the Pilgrims.

they made a peace agreement

Why was the cooperation between the Pilgrims and the Native American Indians successful?

yes for a little while then there was war for the land

Question 3

History—1 point

This response gives one correct example of cooperation between the Native American Indians and the Pilgrims. However, instead of explaining why the cooperation between the Pilgrims and the Native American Indians was successful, the response focuses on the fact that the cooperation between the two groups did not last. Therefore, this response receives a Score Point 1.

Score Point 0

- 3** William Bradford was one of the leaders of the Pilgrims. Below is a simplified version of part of his journal that describes an event in 1621.

In the spring, the Pilgrims met Samoset and Squanto, who spoke some English. Later, the two of them came with their great chief, called Massasoit. Together with the Pilgrim leaders, they worked out a lasting peace agreement. In this agreement they stated that neither would do any harm against the other and if any other group did unjustly war against one of them, the other would aid them. Squanto stayed with the Pilgrims and taught them how to plant corn and catch fish.

Using the information above, give ONE example of cooperation between the Native American Indians and the Pilgrims.

The Pilgrims were different from the Native American Indians.

Why was the cooperation between the Pilgrims and the Native American Indians successful?

The Pilgrims had more than the Native American Indians did.

Question 3

History—0 points

This response does not give a correct example of cooperation between the Native American Indians and the Pilgrims. It also does not correctly explain why the cooperation between the Pilgrims and the Native American Indians was successful. Instead, it focuses on how the Pilgrims and Native Americans were different from each other. Therefore, this response receives a Score Point 0.

Session 4—Question 4
Geography

4 Look at the map and list below.

Some Native American Indian Groups in the 1700s



Some Native American Indian groups:

Eastern Woodland
Great Plains
Pacific Northwest
Southwest

Using the list, write the name of the Native American Indian group that lived in each of the regions labeled on the map. Be sure to list a different group for each region.

Region A: _____

Region B: _____

Region C: _____

Region D: _____

What was ONE advantage of living in the region labeled A on the map?

What was ONE advantage of living in the region labeled C on the map?

Key Elements:

Native American Indians living in regions:

Region A Pacific Northwest

Region B Southwest

Region C Great Plains

Region D Eastern Woodland

One advantage of living in Region A:

- Easy access to fishing
- Fertile land made it easy to grow/find food
- Easy access to transportation (water routes)
- Natural resources for building homes
- other reasonable response

One advantage of living in Region C:

- Abundant food supply (buffalo)
- Resources for shelter, clothing (buffalo)
- Open land for grazing
- Open lands for hunting
- other reasonable response

Rubric:

4 points Four groups correctly identified and one key element from Region A and one key element from Region C

3 points Between one and three groups correctly identified and one key element from Region A and one key element from Region C

OR

Four groups correctly identified and one key element from Region A or one key element from Region C

2 points* Between one and three groups correctly identified and one key element from either Region A or Region C identified

OR

No groups correctly identified and one key element from Region A and Region C identified

1 point Between one and three groups correctly identified

OR

One key element from either Region A or Region C identified

0 points Other

* Students may also receive 2 points for four groups correctly identified.

Score Point 4

- 4** Using the list, write the name of the Native American Indian group that lived in each of the regions labeled on the map. Be sure to list a different group for each region.

Region A: Pacific Northwest

Region B: Southwest

Region C: Great Plains

Region D: Eastern Woodland

What was ONE advantage of living in the region labeled A on the map?

They had lots of fish

What was ONE advantage of living in the region labeled C on the map?

There was a lot of buffalo

Question 4

Geography—4 points

This response correctly identifies the Native American Indian group that lived in each of the four regions labeled on the map. It correctly identifies one advantage of living in the region labeled A on the map and one advantage of living in the region labeled C on the map. The response receives a Score Point 4.

Score Point 3

- 4** Using the list, write the name of the Native American Indian group that lived in each of the regions labeled on the map. Be sure to list a different group for each region.

Region A: Pacific Northwest

Region B: Southwest

Region C: Great Plains

Region D: Eastern woodland

What was ONE advantage of living in the region labeled A on the map?

There is fish in the ocean.

What was ONE advantage of living in the region labeled C on the map?

Good farming.

Question 4

Geography—3 points

This response correctly identifies the Native American Indian group that lived in each of the four regions labeled on the map. It correctly identifies one advantage of living in the region labeled A on the map. The advantage given for living in the region labeled C on the map is incorrect, since the Native American Indians on the Great Plains did not use the land for farming. Therefore, this response receives a Score Point 3.

Score Point 2

- 4** Using the list, write the name of the Native American Indian group that lived in each of the regions labeled on the map. Be sure to list a different group for each region.

Region A: Southwest

Region B: Great Plains

Region C: Pacific Norkwest

Region D: Eastern woodlands

What was ONE advantage of living in the region labeled A on the map?

You could proble grow your food in the ground so your have food.

What was ONE advantage of living in the region labeled C on the map?

You could make houses in the moutains so you can live there.

Question 4

Geography—2 points

This response correctly identifies only one of the Native American Indian groups that lived in each of the four regions labeled on the map. It correctly identifies one advantage of living in the region labeled A on the map. The advantage given for living in the region labeled C on the map is incorrect, since there were no mountains on the Great Plains in which the Native American Indians could build houses. Therefore, this response receives a Score Point 2.

Score Point 1

- 4** Using the list, write the name of the Native American Indian group that lived in each of the regions labeled on the map. Be sure to list a different group for each region.

Region A: easter woodland

Region B: southwest

Region C: Pacic northwest

Region D: Great Plains

What was ONE advantage of living in the region labeled A on the map?

easter woodland

What was ONE advantage of living in the region labeled C on the map?

Pacific northwest

Question 4

Geography—1 point

This response correctly identifies the Native American Indian group that lived in only one of the four regions labeled on the map. However, instead of providing advantages of living in the regions labeled A and C on the map, the response uses information from the stimulus that is irrelevant to the question. Therefore, this response receives a Score Point 1.

Score Point 0

- 4** Using the list, write the name of the Native American Indian group that lived in each of the regions labeled on the map. Be sure to list a different group for each region.

Region A: Easter woodland

Region B: Great Plains

Region C: pacific Northwest

Region D: Southwest

What was ONE advantage of living in the region labeled A on the map?

It would be cold there.

What was ONE advantage of living in the region labeled C on the map?

It would be raine and chilly.

Question 4

Geography—0 points

This response does not correctly identify any of the Native American Indian groups that lived in the four regions labeled on the map. Also, instead of providing advantages of living in the regions labeled A and C on the map, the response provides possible weather conditions in each of these areas. Therefore, this response receives a Score Point 0.

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703
800.538.9547 | www.ctb.com



The McGraw-Hill Companies

Teacher's Scoring Guide

Grade 5

- Mathematics
- English/Language Arts
- Social Studies

Spring 2010



Indiana Department of Education
SUPPORTING STUDENT SUCCESS